

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.	
Grade Level/Band Standard:	9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue.	
Student Friendly Language:	I can distinguish my rights and responsibilities as a citizen from my own civic virtue.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● Citizenship is the foundation of a government.● Components of citizenship and community.● Governments must balance individual rights with authority and power.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● The rights and responsibilities of a U.S. citizen and how they relate to elements of civic virtue.● Setting aside your own self-interest and/or rights for the common good is the definition of civic virtue.	<ul style="list-style-type: none">● Individuals can have varying and independently formed views and practices of civic virtue.● Rights and responsibilities are outlined through founding documents with some being aspirational and others required by law.	<ul style="list-style-type: none">● Compare and contrast personal, political, and economic rights as outlined in founding documents as well as personal and civic responsibilities.● Apply rights and responsibilities to ideas about the common good.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	
<ul style="list-style-type: none">● Civic Virtue● Common Good● State of Nature● Social Contract Theory● Rights of the Governed● Popular sovereignty● Individual and Collective Societies	<ul style="list-style-type: none">● The differences between individual rights and their shared responsibilities.	

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OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
OSEU 2 OSEU 7	<ul style="list-style-type: none">• The Oceti Sakowin Tribal members have unwritten rules about how individuals should participate and act in their tribe.• The impact of Euro-American ideals, values and rights contribute to the Oceti Sakowin way of life.• The Oceti Sakowin way of life (wicoun) contributes to the tribe’s civic virtue through alternative education.	
Vertical Alignment		
Previous Learning Connections <ul style="list-style-type: none">• 8.C.4.2 Apply the rights and responsibilities of U.S. citizens to students’ lives.• 8.C.4.3 Compare and contrast methods of civic involvement.	Current Learning Connections <ul style="list-style-type: none">• Understand rights and responsibilities in relationship to civic virtue.• Draw connections to novels or readings that are being addressed in other courses.• Connecting the role and action of student governance boards.• Connecting the role and action of local governance boards.	Future Learning Connections <ul style="list-style-type: none">• Real-life Application.• Vote.
C3 Framework Relevant Skills and Applications		
Constructing Compelling Questions: <ul style="list-style-type: none">• D1.1.9-12. Explain how a question reflects an enduring issue in the field. Communicating Conclusions: <ul style="list-style-type: none">• D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.• D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.• D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a		

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range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Example strategies to reach depth and intention of the standard

- Debate whether an action is virtuous based on prior experiences and evidence.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Organize a “flyer” campaign to raise awareness ● Circulate a petition ● Organize a rally ● Champion a boycott 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● Have students identify a “controversial topic (s)”. Facilitate a classroom debate regarding this topic and how it affects individual freedoms and how it affects the common good. Have students take a side and encourage them to create awareness for the issue or take action by circulating a petition, organizing a rally or participating in a boycott. A good example may be texting while driving or seat belt usage.